Dr. Bethanie Pletcher, Assistant Professor of Literacy Education
Phone: 361.825.3892
Office email: bethanie.pletcher@tamucc.edu
Office: ECDC 219-H
Office hours:
Mondays 3:00p – 5:00p
Tuesdays 1:00p – 4:00p
Saturdays 11:30a – 12:30p
And by appointment

Course Description
The fundamental question which emerges from the curriculum field is one of worth: What is it most worthwhile to know and experience? The answer to such a question presupposes a particular notion of the “subject” and the society of which one wishes to be a part. The question of worth will be the pivotal question in the course. We will explore a series of responses which the question has evoked during the last century. Related questions which will guide our exploration are:
• What are some of the perennial categories?
• What are the theoretical frameworks that focus curriculum inquiry?
• How does curriculum function as a shaping force in society?
• What are the politics of curriculum?
• How do race, class, gender and sexuality relate to curriculum?
• How has curriculum operated in a modern world?
• How might curriculum operate in a post-modern world?
• What are the factors that contribute to curriculum reform?
Throughout this exploration we will become acquainted with the predominant perspectives and paradigms in the field and the scholars who represent them. Each of us will attempt (in turn) to answer the question of worth for ourselves – a sobering but useful exercise! By the end of the semester, my hope is that we will have come to an appreciation of the complexity of educational experiences.
Course Objectives and Outcomes
1. What are the presuppositions that underlie our conceptions of curriculum?
2. How can we develop effective critical analysis of the theoretical frameworks that focus curriculum inquiry?
3. How has curriculum actually functioned as a shaping force in society?
4. In what ways do politics, race, class, gender and sexuality affect the way that we understand and teach our curriculum?
5. How have new technologies affected curriculum?
6. How can we understand the shift in teaching and learning form the 20th to the 21st centuries?

Evaluation and Grade Assignment
The following course requirements will be explained in detail during class meetings. Also note that this course will be managed via Blackboard.

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<th>Percentage</th>
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<tr>
<td>15%</td>
<td>Reflective Journal Entries (3): The purpose of this open-ended assignment is to engage you in reflective exploration of your practice, the curriculum orientation(s) under which you make decisions, and possible alternatives or directions for you to consider in your own practice. This is an evolving project which will require you to write a weekly reflection responding to class readings, outside readings of theorists and curriculum books, and your own lived experience. You will complete your weekly reflective journals in Blackboard (Bb). Follow the themes discussed in class and include critical insight into your emerging understanding of your practice in relation to the themes. See schedule for due dates.</td>
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<tr>
<td>30%</td>
<td>Curriculum Theory Paper and Presentation: The purpose of this assignment is to critically explore your knowledge about a particular theoretical position (I suggest using the same discussion topic that you led in class). This is a formal paper of about ten pages and should follow APA guidelines. I encourage you to submit a rough draft of this paper prior to the end of term or earlier (see class schedule). Your curriculum theory poster presentation will occur on the last class day. More details will be provided in class. See schedule for due date.</td>
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<tr>
<td>15%</td>
<td>Student-led Presentation: The purpose of this assignment is to offer you the opportunity to begin to construct your way of thinking critically about what you teach, why you teach and how you teach. This set of ideas comprises a kind of paradigm out of which your aims and ideals emerge. You are being asked to reflect on your practice in relation to the history of philosophical thought. You will complete the first one with a partner/group. See schedule for due dates.</td>
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15% **Discussion Boards (5) and In-Class Participation:** You are expected to participate in our discourse on curriculum theory. Therefore, your attendance in class is also imperative for you to successfully participate in class and receive full credit in this class component.

20% **Midterm**

5% **GROW Boot Camp:** You must attend at least one boot camp (I recommend the literature review workshop) offered by the GROW program here at the university. It is only necessary that you attend the workshop part (not the writing time part). Submit a reflection that discusses what you learned and how you will use it. Dates TBA.

**Required Textbooks**


You will use “the Pinar” for many of your doctoral curriculum courses.

**Recommended or Supplemental Reading:**

There are many additional readings for this course. They will be available on Blackboard and/or in class.


Reid, W. A. (1999). *Curriculum as institution and practice: Essays in the deliberative*


**Class attendance and participation:**
Attendance is expected at all classes. There is a high positive correlation between consistent, punctual attendance and higher course grades. It is virtually impossible to receive an A in the course if there are absences and/or lateness.

**Tentative Course Outline TBD**
Notes: Chapter readings and assignments should be completed by class time. Assignments are due on the day they appear on the schedule. Topics may be added as dictated by the needs of the class.

**Late work/Extra Credit**
N/A

**Cell Phone/Electronic Device Usage**
Vigorously discouraged! Cell phone usage is prohibited during class unless special prior permission has been granted by Dr. Pletcher. This includes text messaging, talking, vibrating phones, checking email, responding to email, and/or all other uses to which such devices may be employed. EDCI 6324 is a professional development course in the Department of Curriculum and Instruction at TAMU-CC. You are expected to demonstrate a high level of professionalism.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade. See website [http://judicialaffairs.tamucc.edu/](http://judicialaffairs.tamucc.edu/).

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. See website [http://www.tamucc.edu/academics/academic_cal.html](http://www.tamucc.edu/academics/academic_cal.html).
**Classroom/Professional behavior**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

**Veterans**
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Appendices**
Appendix A: Curriculum Theory Paper and Poster Presentation Guidelines and Rubric

**Curriculum Theory Paper & Poster Presentation**

**Curriculum Theory Research Paper**

- Your research paper (not exceeding 10 pages in length, excluding reference list) should grow out of your own professional practice. Topic must be approved by instructor.
- Using APA style (6th Edition), it should include the following elements:
  - **Focus**: What is the topic question around which this paper is structured?
  - **The Context**: What is the relationship of this topic to the history of curriculum?
  - **Curriculum Theory**: With what body of theoretical literature is this curriculum topic most closely associated? Who are the major theorists involved in this curricular topic?
  - **Related Literature**: What body of literature on curriculum change, planning, implementation and evaluation relate to this topic question?
  - **Discussion**: Discuss your theory. What are the presuppositions that underlie our conceptions of curriculum on this topic? How can we understand the shift in teaching and learning from the 20th to the 21st centuries as it relates to your curricular topic?
  - **Conclusions**: What conclusions can be drawn based upon the literature? What questions remain? What next steps can be taken? What applications can be made to classroom practice?
  - **References List**

**The rubric** for this assignment reflects this organization.

**Paper Format**

- Paper should be a minimum of 7 pages, but no more than 10 pages (excluding reference page). Use at least 6 references, with a minimum of 3 peer-reviewed articles from professional educational journals, written within the past five years, and books (course texts are allowed as references).
- The paper must include the following subheadings in **bold**:
  - **Title Page** – Include name of curricular topic, your name, course name, my name, semester/year (Cover Page)
  - **Introduction** – Focus & Context sections (Pages 1-2)
  - **Review of the Literature** – Curriculum Theory & Related Literature sections (Pages 3-6)
  - **Discussion** – See above (Pages 7-8)
  - **Conclusion** - See above (Pages 9-10)
  - **References** – Final page of paper; 12 pt. font, single-spaced (Final page)
- You must properly cite your sources/references using APA 6th Edition format.
- Paper should be written in Times New Roman, 12 pt. font. double-spaced.

**Presentation: Due in class November 29 (15 min.)**

- Your oral presentation must include some type of electronic presentation format (PowerPoint, Prezi, or other).
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<th>Criteria</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Incomplete</th>
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<tr>
<td><strong>Focus</strong></td>
<td>Topic question is clearly stated.</td>
<td>Topic question is stated somewhat clearly.</td>
<td>Topic question is not clearly stated</td>
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<td>5 points</td>
<td>3 points</td>
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<td><strong>The Context</strong></td>
<td>Connections between the topic and the history of curriculum are clearly identified.</td>
<td>Connections between the topic and the history of curriculum are identified somewhat.</td>
<td>Connections between the topic and the history of curriculum are not clearly identified.</td>
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<tr>
<td><strong>Curriculum Theory</strong></td>
<td>A relationship with appropriate bodies of literature on curriculum theory is clearly established.</td>
<td>A relationship with appropriate bodies of literature on curriculum theory is established somewhat.</td>
<td>A relationship with appropriate bodies of literature on curriculum theory is not established.</td>
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<td><strong>Related Literature</strong></td>
<td>Literature related to curriculum change, planning, implementation and/or assessment is carefully selected and cited.</td>
<td>Some literature related to curriculum change, planning, implementation and/or assessment is selected.</td>
<td>Literature related to curriculum change, planning, implementation and/or assessment is not cited.</td>
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<td><strong>Discussion</strong></td>
<td>Discussion of theory is clearly stated and identified.</td>
<td>Discussion of theory is stated and identified to some degree.</td>
<td>Discussion of theory is not clearly stated and identified.</td>
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<td>Conclusions</td>
<td>Conclusions, questions and application of theory to practice are clearly stated and identified.</td>
<td>The reference list is comprehensive and representative of appropriate literature.</td>
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<td>Conclusions, questions and application of theory to practice are stated and identified to some degree.</td>
<td>The reference list is somewhat comprehensive and representative of appropriate literature.</td>
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<td>Conclusions, questions and application of theory to practice are not clearly stated and identified.</td>
<td>The reference list is not comprehensive and representative of appropriate literature.</td>
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